

2015 VCE VET Community Services examination report

General comments

In 2015 the four compulsory units of competency assessed were:

- CHCCS421B – Undertake community sector work within own community
- CHCRH401C – Work effectively in the leisure and health industry
- CHCCW301C – Operate under a casework framework
- CHCAD401D – Advocate for clients.

The three sections on the 2015 exam were:

- Section A – Multiple-choice questions
- Section B – Written responses
- Section C – Case study.

Many students were able to demonstrate their knowledge and deep understanding of the subject material. Students were encouraged to respond in detail and to provide examples to support their responses.

Teachers and trainers should refer to the examination specifications on the VCAA website for further information.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

Section A – Multiple-choice questions

The table below indicates the percentage of students who chose each option. The correct answer is indicated by shading.

Question	% A	% B	% C	% D	% No Answer	Comments
1	90	7	1	1	0	
2	1	1	9	89	0	
3	0	13	76	11	0	
4	0	10	7	82	0	
5	12	53	7	27	1	
6	49	16	32	3	0	This question referred to ethical conduct. This is essential knowledge for all workers in the community services industry.
7	3	0	91	5	0	
8	15	40	27	18	0	The question asked for the key stakeholder and the answer was a client accessing the organisation (option C). The other options could all be stakeholders but are not as important as the client.
9	15	9	22	54	0	
10	64	18	15	2	0	
11	4	79	4	13	0	
12	59	6	12	23	0	
13	4	36	8	52	0	
14	5	3	7	85	0	
15	75	6	14	6	0	

The multiple-choice section was generally well answered. This section focused on key concepts, definitions and the underlying principles of working in a community services organisation.

Section B – Written responses

Students' responses needed to reflect an understanding of the context. It was important to identify key terms, demonstrate understanding and provide examples.

Question 1a.

Marks	0	1	Average
%	56	44	0.5

Social justice refers to the equal treatment of people and the equal distribution of resources, for individuals, groups and society.

Some high-scoring answers included other terms, such as fairness, equity and access. PEAR (participation, equity, access, rights) was also accepted.

Question 1b.

Marks	0	1	Average
%	49	51	0.5

Students covered a wide variety of barriers to social justice. Answers could have included (any one of): lack of resources, access, discrimination, political barriers, illiteracy, language barriers.

Question 2

Marks	0	1	2	3	Average
%	3	8	25	64	2.5

Answers could have included (any three of): phone number, contact details, interests, friendship groups, address, email address, financial status, previous interventions, employment, training.

This question was well answered.

Question 3a.

Marks	0	1	Average
%	15	85	0.9

The following is an example of a high-scoring response.

A case plan provides a set list of goals and strategies and how to achieve them, it benefits by giving them something to work towards.

Question 3b.

Marks	0	1	2	Average
%	10	28	62	1.5

Answers could have included (any two of) the following reasons:

- to keep a record of the discussion
- to document progress
- record of referral to therapists
- to revisit the case plan information
- to measure progress
- so you can discuss with new case manager.

Question 3c.

Marks	0	1	Average
%	56	44	0.5

Answers should have included:

- to step in to stop a behaviour
- to take direct action to assist a client and change a behaviour or event.

Question 4a.

Marks	0	1	Average
%	11	89	0.9

A goal is an aim for the client to work towards.

Students gave some excellent answers for the definition of a goal.

Question 4b.

Marks	0	1	Average
%	9	91	0.9

A goal needs to be realistic so that the client can achieve it, and gain confidence in their abilities and their caseworker.

Question 4c.

Marks	0	1	Average
%	35	65	0.7

Goals have to be measurable to identify success, to meet performance indicators and to identify outcomes.

Question 5

Marks	0	1	2	3	4	5	6	Average
%	7	5	21	23	22	15	7	3.2

Students could have used the dot points given to develop a plan of how to answer the question.

Responses could have included:

- discussion of the changing needs of the community; growth of obesity in all age groups; more elderly people; more people with English as a second language; more awareness of the importance of health and fitness, for healthy people, ill people and people with a disability; the issue of homeless people; all having access to the improved facilities
- discussion of a variety of programs to be offered, for which group of people and their benefits.
- the qualified staff required to lead these programs, and follow through with individual fitness/health plans; for example, coordination of dietician and fitness instructor/yoga teacher to plan a diet and exercise regime to build and maintain the client's health
- discussion of a plan to promote the redeveloped centre, its facilities, staff and programs to the specific focus groups and generally to the wider community.

Many students provided good answers to this question.

The following is an example of a high-scoring response.

As the Health Promotion Officer my first job is to go out into the community and gather information through surveys of what the community wants and would enjoy. It is extremely important to be apart of the decision making so they are empowered to use the facilities. Once this information is gathered it is essential to provide programs tailored to suit specific groups needs, therefore there would be different classes held in the gym, for the youth, elderly, disabled, disabled youth, men's only, womens only (due to cultural reasons) and again for the pool – held at times convenient e.g. after school for youth. These programs would take into consideration different fitness levels to ensure everyone feels included and would encourage many people to participate to improve their health and perform at their full potential. A range of health professionals would be employed to work at the complex including personal trainers, swimming instructires and nutritionists to improve the health and wellbeing of the community. As

the community thrives and obesity rates decrease these health professionals can continue to work with the community to make better choices about their health.

To promote this program I would have the health professionals come into the local schools and workplaces to encourage people to participate. I would hold open days showing plans and classes offered. Hold a free session in the pool and gym for everyone to participate in and endorse the new complex through social media and word of mouth. The more interest developed the more the community would engage and improve their health and wellbeing.

Question 6a.

Marks	0	1	2	Average
%	35	35	30	1

Strategies an advocate can use to assess a client's capacity to advocate for themselves could have included (any two of):

- interview the client
- conduct role-plays
- look at a third-party report
- use a questionnaire
- clarify their understanding (ask questions in another way, repeat back to them for clarification, check they understand).

Question 6b.

Marks	0	1	2	Average
%	17	33	51	1.4

Options that are available to an advocate could have included (any two of):

- advocate alongside the client
- advocate on behalf of the client
- identify a support person (for example, a friend or relative)
- get professional help (for example, a lawyer).

Question 7

Marks	0	1	2	3	Average
%	85	3	6	6	0.4

Some examples of a social theory and its explanation include the following.

- feminism: anti-discrimination, equity and equality
- democracy: everyone has a say; power of the people
- socialism: decisions made by the community; egalitarian social structure
- communism: production is commonly owned, not individually owned

Feminism was the most popular answer. 'The survival of the fittest' was also accepted and this was a common answer.

The following is an example of a high-scoring response.

Feminism: Not discriminating against women, thinking that they are any less abled then a man. Assuming that a woman wouldn't enjoy something just because it is 'manly'.

Question 8a.

Marks	0	1	Average
%	6	94	1

Northern Territory

Question 8b.

Marks	0	1	Average
%	8	92	0.9

Tasmania

Question 8c.

Marks	0	1	2	Average
%	21	32	47	1.3

Answers could have included (any two of):

- more costly care
- taxation increases for workers
- higher Medicare costs due to ageing populations.

Question 8d.

Marks	0	1	2	Average
%	43	41	16	0.8

Possible reasons could have included (any two of):

- unemployment – many young people move to the mainland for work and study
- closure of the timber industry
- mining disaster that closed the mines
- people living longer
- progress in technology and medicine, allowing people to live longer.

Question 9a.

Marks	0	1	2	3	4	Average
%	25	7	24	10	33	2.2

Current social issues and their impact on the leisure and health industry could have included (any two of):

- increasing rates of depression – they may lose interest in leisure and their health
- drug and alcohol issues – they may lose interest in their leisure and health
- lack of education – unaware of the importance of their physical health and fitness
- mental illness – inconsistent interest in their health and fitness
- technology – can access fitness apps on a phone or device of their choice, thereby choosing not to attend a gym, and consistently playing games, ignoring opportunities for social development
- ageing populations – more government and community programs for maintaining health and fitness in the elderly
- double-income families – very busy, can access 24/7 gyms or may not have time to consider their health and fitness.

Students showed great insight in their answers.

Question 9b.

Marks	0	1	2	Average
%	34	15	51	1.2

One key historical change could have been:

- technology – impact on leisure and health, equipment has built-in information for client, wrist devices that monitor your blood pressure, etc., equipment can be used at home, gyms, pools to record how many kilometres cycled, rowing machines, individual goals to achieve
- increased numbers of working women (double-income families)
- invention of white goods, and now cheap white goods
- prevalence of drugs and addiction
- smoking health promotions
- invention of modern contraception
- introduction of shorter working week.

The following is an example of a high-scoring response.

Technology has evolved to a stage where a person can access fitness apps or fun games on their phone improving access to the leisure and health industry at the touch of a screen.

Question 10

Marks	0	1	2	Average
%	15	31	55	1.4

Personal skills that workers require in the leisure and health industry could include (any two of):

- the ability to develop a rapport with their client
- appropriate verbal and written skills
- welcoming attitude
- attentive behaviour
- interpersonal and intrapersonal skills
- ability to empathise
- positive body skills
- effective communication skills.

Question 11

Marks	0	1	2	Average
%	19	42	38	1.2

Ways that community services workers can ensure that they have met their duty of care could have been (any two of):

- workers need to take every care to provide a safe and caring environment for their clients and co-workers
- they need to work to the best of their ability at all times
- they need to take reasonable steps to promote their client
- they need to make sure their clients have understood all actions carried out on their behalf.

This question was not well answered, considering ‘duty of care’ is an underpinning concept and very important in all areas of community services.

Question 12

Marks	0	1	2	Average
%	37	16	47	1.1

The most common policies given by students were:

- occupational health and safety policy
- uniform policy
- no smoking policy.

There were two parts to this question – naming a policy and describing what the policy sets out to achieve. Students needed to answer both parts of the question.

The following is an example of a high-scoring response.

Occupational health and safety (OH&S) policy ensures safety of employers, employees and clients by setting out a framework of guidelines in the event of an incident to be followed to minimize further injury.

Question 13

Marks	0	1	2	Average
%	23	41	37	1.2

This question required students to explain what the statement meant. Repeating the question in another format was not acceptable.

The following is an example of a high-scoring response.

Clients are human beings who deserve to be treated fairly, equally and respectfully. This means their needs should be met effectively and with compassion.

Question 14a.

Marks	0	1	Average
%	77	23	0.3

Disability Discrimination Act

Question 14b.

Marks	0	1	2	Average
%	15	33	52	1.4

Correct names of services and authorities were required to obtain full marks.

The following is an example of a high-scoring response.

Sunshine Legal Aid, Slater and Gordon. Police, Anti-discrimination commission, Department of Human Services.

Question 14c.

Marks	0	1	2	Average
%	7	19	73	1.7

Possible consequences include (any two of):

- being fined

- being charged and taken to court
- being legally prosecuted
- being given a warning by the Disability Services Commissioner or courts
- community backlash
- media interference (adverse publicity for the business, publicity for the rights of the disabled)
- boycott of the business.

Question 15

Marks	0	1	2	Average
%	12	34	54	1.4

There were some excellent answers for this question about cultural awareness and why it is important in our society.

The following is an example of a high-scoring response.

Cultural awareness is important as it relates to people being aware of the abilities and differences of others which promotes a more peaceful, cooperative environment in which people are respected and treated with dignity, regardless of their differences.

Question 16a.

Marks	0	1	2	Average
%	19	25	56	1.4

Behaviours could have included (any two of):

- taking or consuming alcohol and drugs
- domestic violence
- theft and other crimes
- vandalism
- violent and risk-taking behaviours
- discrimination against other cultures.

This question was well answered.

Question 16b.

Marks	0	1	2	Average
%	42	28	30	0.9

Community services organisations that can support an individual, group or community with one of the behaviours identified in Question 16a. could have included (any two of, or similar):

- Alcoholics Anonymous
- Salvation Army
- Lifeline
- Kids Help Line
- Headspace
- Legal Aid.

This question asked for two organisations that support people with one of the behaviours identified in Question 16a. Students needed to ensure that the answer given related to the behaviour identified in Question 16a.

Question 17a.

Marks	0	1	2	Average
%	13	40	48	1.4

Answers could have included (any two of):

- follow all workplace OH&S policies and procedures
- report bullying
- manage stress
- maintain health and wellbeing
- practise meditation
- ensure mandatory reporting
- have knowledge of first aid.

Question 17b.

Marks	0	1	2	Average
%	11	23	66	1.6

Other people who could play a role in keeping the client safe could have been (any two of):

- managers of the facility
- teachers
- co-workers
- lifeguards
- qualified and trained staff
- first aiders
- OH&S representatives
- security personnel
- police
- psychologists
- other clients.

Section C – Case study

Question 1

Marks	0	1	Average
%	31	69	0.7

Answers could have included: information sessions, presentation session, group sessions, letters, flyers, social media, emails, noticeboard or an open day.

Question 2a.

Marks	0	1	2	3	Average
%	9	10	30	51	2.2

Stakeholders listed could have been (any three of):

- service clubs (for example, Rotary, Lions, Apex)
- local health services representatives
- industry groups
- social services
- local doctors and medical staff
- families of clients

- leaders of different ethnic/cultural groups
- disability services.

Question 2b.

Marks	0	1	2	Average
%	28	35	37	1.1

Benefits of the involvement of one stakeholder could have included (any two of) the following points.

- services clubs could assist in raising funds for the facility
- local health services could discuss the provision of health services to the client or facility
- industry groups could provide education and training for future staff
- families of clients know what the clients require in regards to equipment and assistance

Question 3

Marks	0	1	2	Average
%	8	18	74	1.7

Services the centre should be located near could have included (any two of):

- medical centres
- local transport
- shopping centres
- medical services
- hospital
- parks
- recreation services/facilities.

Question 4

Marks	0	1	2	3	Average
%	22	22	30	26	1.6

Benefits to the wider community could have been (any three of):

- encourages community engagement
- encourages participation in employment opportunities
- upgrade of public facilities
- creates a more holistic community (creates a more caring, accepting community, caring for the client and the carer)
- creates greater acceptance of people with a disability in the community.

Question 5a.

Marks	0	1	2	Average
%	11	31	58	1.5

Benefits of respite care for families could have included:

- gives families a break from caring for their sibling or family member
- there is affordable transport and time is not wasted (easier and less stressful to visit family members or clients if the facility is located in the community)
- relief of stressors

- alleviates isolation
- maintains connectedness with the community, family and regular services.

Question 5b.

Marks	0	1	2	Average
%	28	22	50	1.2

Answers could have included (any two of):

- parents/family carers with children with a disability
- siblings of children with a disability
- aged relatives (grandparents/elderly relatives caring for family members with a disability [permanent or temporary] on a regular basis or in an emergency)
- young people with unwell parents they are caring for
- young people with dysfunctional families.

Question 6a.

Marks	0	1	Average
%	31	69	0.7

Conflicts that could arise included:

- conflicts related to mandatory reporting
- unhappy with the quality of care
- hard to separate personal life and professional life
- carers working with neighbours, family and relatives
- friends may expect preferential treatment.

Question 6b.

Marks	0	1	Average
%	39	61	0.6

Ways the conflict could be resolved included:

- follow grievance procedures
- follow organisation's policies and procedures
- assign different carers to work with the client
- abide by privacy and confidentiality legislation.

Question 7

Marks	0	1	2	3	Average
%	25	19	24	32	1.6

Legislative requirements could have included (any three of):

- Police Check
- Working with Children Check
- first aid certificate
- occupational, health and safety certificate
- safe food-handling certificate
- sector certification, for example, Certificate III in Disability Care.

A few students named Acts, and these were accepted if they were written correctly, for example, *Privacy Act*.

Question 8

Marks	0	1	2	3	4	Average
%	16	10	31	19	24	2.3

Answers could have included (any two of):

- consult with various cultural groups in the community
- encourage feedback
- provide information about issues in clients' first languages; for example, signs in different languages
- culturally specific activities; for example, bocce
- interpreters
- reading materials in different languages, such as magazines and books
- volunteers could read to clients in their first language.

This was a well-answered question, with some insightful comments made by students.

Question 9

Marks	0	1	Average
%	26	74	0.8

So the client:

- is not exploited
- remains safe and does not endanger others or themselves
- is not targeted
- is treated equally and fairly.